

Mathematical Development		Week: 36	Topic: Subtraction (Revision)	Day: 1	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Represent subtraction using objects and drawings	Recap: Students will be asked to reinforce the concept of subtraction through concrete objects like counters, pencils, blocks. We Are Learning to: Represent subtraction using objects and drawings. What I am looking for: How well you represent subtraction using objects and drawings. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Our lesson for today is about Subtraction. Tell students subtraction means taking away a number and its answer tells us how much is left after we take away a part of it. "In subtraction, we are using this "-" sign. It is the symbol of subtraction. Choose blocks, pencils, stickers, or anything else you have around the classroom to create your word problems. Write them up on the board, then act them out. If Amber has 8 stickers and Hassan asks for 3, how many will Amber have left? Distribute the stickers and discover the answer together! Now, let's try the following: $10 - 3 = 7$. To solve this, we can list down numbers from 1-20. 1, 2, 3, 4, 5, 6, 7, 8, 9, etc. After that we will move backward 3 times. The answer will be number 7. Show the subtraction song. https://youtu.be/D7Ng9jhGSME Focused task: Bowling is a favourite activity, and super simple to pull together for your classroom. Provide a play bowling set, or set up plastic cups or paper towel rolls. Then bring a ball and bowl. Have your students note how many 'pins' are standing up before each roll. Then count how many they knock over, and solve to determine how many are still standing. This helps students visualize subtraction. And they'll have a blast bowling in class! Ask students to open your copies. Write the sums on board. Ask students write the sums on copy and solve them. Use board for different questions or table for joining match sticks. As the students are doing work walk around, monitor and offers lot of encouragement. Ask everyone question like what number is this. Roam around in the class and help students to complete the task. Wrap up: Students will be asked to count pencils / colours and after taking away ask them how many left at the end of the lesson. Reflection :			5 mins	Students will be assessed on Representing subtraction using objects and drawings Plastic cups, paper towel roll, ball Copy work	Flashcards
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		Week: 36	Topic: Subtraction (Revision)	Day: 2	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Represent subtraction using objects and drawings	Recap: Students will be asked to reinforce the concept of subtraction through concrete objects like counters. We Are Learning to: Represent subtraction using objects and drawings. What I am looking for: How well you represent subtraction using objects and drawings. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: This easy prep subtraction activity can be played with a partner. One student will act as the "storyteller," and the other will solve the problem. They will need teddy bear counters, a number bond work mat, and a dry erase marker. The students will count to determine how many bears there are and write that number in the correct space on the number bond. Next, the "storyteller" will announce how many bears walked into the cave and remove those bears from the table. The "problem solver" will use this information to complete the number bond and subtract to determine how many bears are left. They will use the vocabulary and skills taught in order to carry out the lesson. Students will be able to answer how they solved their problem. Students will share story problems and come to the board to share thoughts and ideas with peers. Students will explain how they got their answers and ways of solving the problem. https://youtu.be/D7Ng9jhGSME Focused task: Prepare some subtraction sums on ice cream sticks and demonstrate the activity. Pick up one ice cream stick and read the sum written on it (e.g. $6 - 3 = \underline{\quad}$). Next, place six counters on the table, then take away three counters. Now, ask 'how many counters are left?' Let the students count with you. Distribute the ice cream sticks and counters among the groups and let them perform the same activity. $6 - 3 = \underline{\quad}$. Ask students to open your copies. Write the sums on board. Ask students write the word problem on copy and solve them. Ask them to count and subtract according to the number statement. Write the other statement and solve the problem. As the students are doing work walk around, monitor and offers lot of encouragement. Ask everyone question like what no is this. Roam around in the class and help students to complete the task. Wrap up: Students will be asked to count pencils / colours and after taking away ask them how many left at the end of the lesson. Reflection: Homework: Do the sums given on copy.			5 mins	Students will be assessed on Representing subtraction using objects and drawings Ice cream sticks having statement Copy work Copy work	Flashcards
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		Week: 36	Topic: Money (Revision)	Day: 3	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Recognize coins, notes and identify their values	Recap: Students will be shown different coins and notes and asked their value. We Are Learning to: Recognize coins, notes and identify their values. What I am looking for: How well you recognize coins, notes and identify their values. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Start with one coin and work through the steps. When students can count multiples of each individual coin then move to two different coins in the group and work through the steps. Once students can count two different coins then add a third coin and work through the steps. Just slowly build upon the last lesson as students show that they are ready! Explain to your students that today they will practice counting mixed coins and working on word problems with money. Tell the students that today they are going to continue learning about money through word problems. Use an analogy explaining that in life and real-world situations, math is not always a given equation. Rather, it is often in the form of word problems. Explain that if you have 50 Rs and go to the store to buy an item for 35 Rs, then you have to figure out if there is enough money, how much will be spent, and how much change will be left over. Ask students to rephrase the key ideas to think about when solving money word problems.			5 mins	Students will be assessed on Recognizing coins, notes and identify their values	Flashcards Coins Worksheet
	Focused task: Play with coins! Hides them around the classroom. Then, the students look for and collect the coins. When they find them, they must add to find their total. You could offer a prize to the winner with the most money, or for accurate counting, or for who found the most coins, etc. Provide the worksheets to all students. Read the word problem with the students. Ask them how to solve the problem. Read the other statements and solve the problem. As the students are doing work walk around, monitor and offers lot of encouragement. Ask everyone question like what no is this. Roam around in the class and help students to complete the task.			5 mins		
	Wrap up: Students will be shown different coins/notes and asked them which amount is this. Reflection:			25 mins		
				5 mins		



Student Name: _____ Date: _____

Sana has 10Rs. Her father gives her 15Rs. more.

Find the total amount of money Sana has?



Ahsan bought 2 muffins of 20Rs.

How much money has he total?



Ahmad wants to buy a new ball.

He has 4 coins of 5Rs. How much money he has?

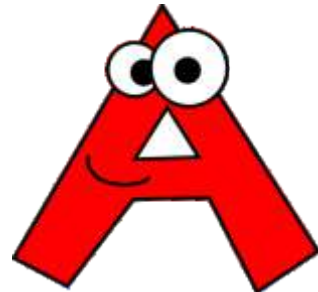
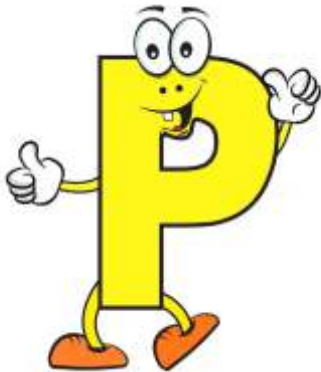


Mathematical Development		Week: 36	Topic: Symmetry (Revision)	Day: 4	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify symmetry and line of symmetry in a given shape and real world examples	Recap: Teacher will be shown different things and ask the students draw a line to make it half. We Are Learning to: Identify symmetry and line of symmetry in a given shape and real world examples. What I am looking for: How well you identify symmetry and line of symmetry in a given shape and real world examples Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Elicit a definition of symmetry from the students. Have the students gather on the rug and, using the cutout shapes, begin to fold the shapes symmetrically in half. Fold a shape in half, unfold it and draw a line on the fold to emphasize it or cut the shape in half. Ask the students: "What do you notice about what I have done to the shape?" Say: "I've taken this shape of a heart and folded it down the middle." Ask: "When I open up the shape, what do you notice?" (You folded the shape in half.) Now cut the heart down the middle. Take away one half of the heart and hold up the other half. Ask: "What do you now notice about this heart?" (It's half of a heart.) Ask: "Do you know what the other half of this heart looks like?" Paste half of the heart onto your easel paper. Ask: "Can someone draw the other half of this heart?" Pick a volunteer to come up to the board and draw in the rest of the heart. When the student is finished, ask the student: "How did you know what to draw? Does this side of the heart help you draw the other side of the heart?" Repeat the same activity with the other objects. https://youtu.be/PBWldyOwUbA Focused task: Provide the different pictures on each table. Ask students had to determine whether or not an image was symmetrical. They would look at the picture, then decide if it had a line of symmetry and then sort it into the right category. Provide the worksheets to all students. Ask them look at the alphabets. Ask students draw a line of symmetry on each alphabet and tell which can divide easily into half or symmetrically. As the students are doing work walk around, monitor and offers lot of encouragement and help students to complete the task. Wrap up: Teacher will draw different objects on board and ask the students draw a line to make it half. Reflection: Homework: Do the worksheet.			5 mins	Students will be assessed on Identifying symmetry and line of symmetry in a given shape and real world examples	Flashcards
				5 mins		
				25 mins		Different pictures
				5 mins		Worksheet
						Worksheet



Student Name: _____ Date: _____

Draw a line of symmetry on the letters to see which letters can divide easily.

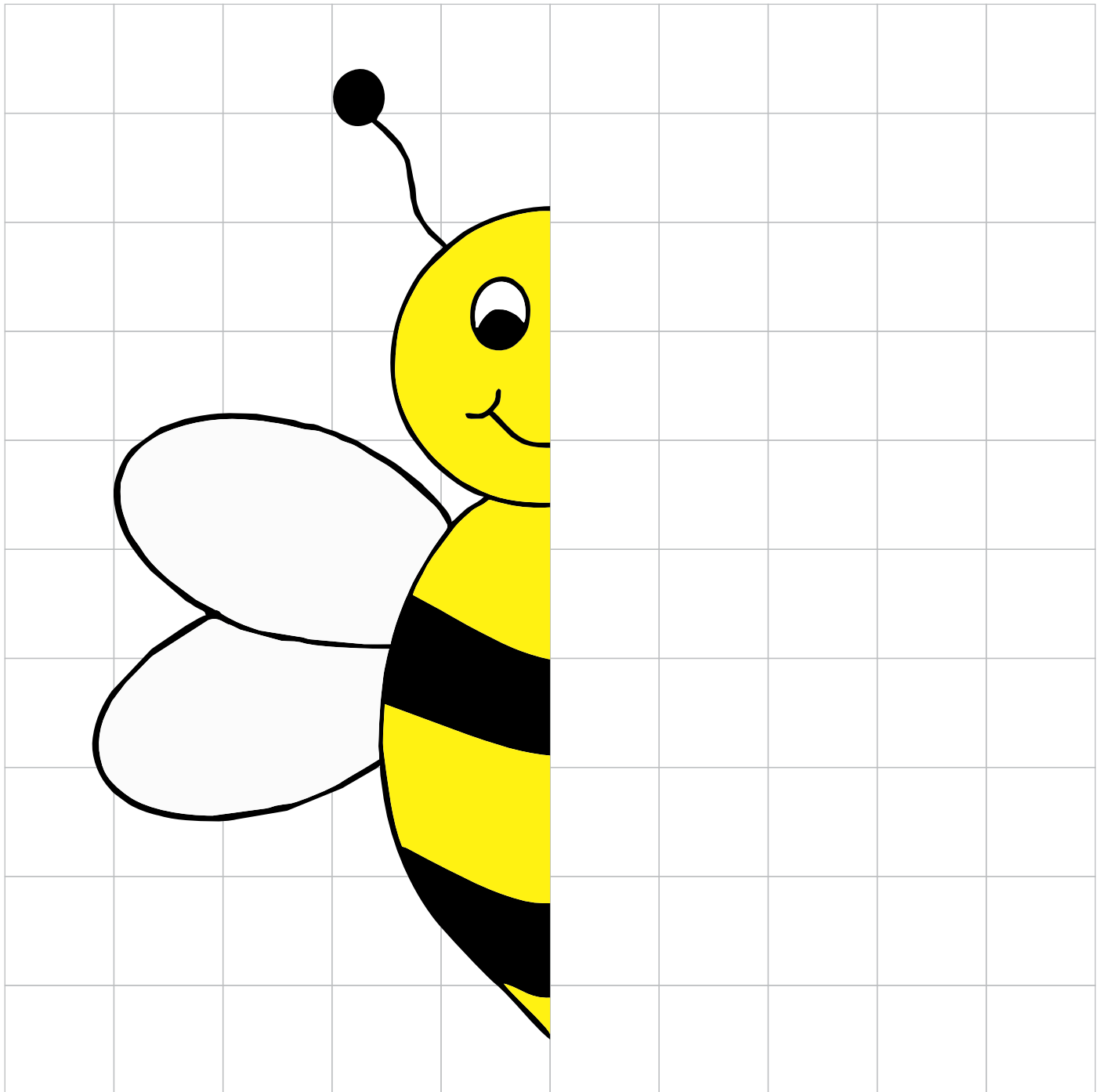




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Student Name: _____ Date: _____

This picture is symmetrical. Use the grid to draw other half of honeybee.



Mathematical Development		Week: 36	Topic: 2D Shapes (Revision)	Day: 5	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology			Time: 40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify pentagon, heart, diamond, semi-circle and star	Recap: Students will be shown different things and asked their shapes. We Are Learning to: Identify pentagon, heart, diamond, semi-circle and star. What I am looking for: How well you identify pentagon, heart, diamond, semi-circle and star. Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: First, Teacher will ask the students if they know any names of shapes. Ask them "Today we will be learning about 5 basic shapes- pentagon, heart, diamond, semi-circle and star. We see these different shapes every day, and it is very important for us to recognize these shapes. "First, we will learn about pentagon. Pentagons have 5 sides and 5 corners. Can anyone give me an example of a pentagons? Wait for their replies. Teacher will then hang the large yellow pentagon on board. Next we will learn about heart. We can see heart shape in our everyday life. Can anyone think of an object that has a heart shape? Teacher will put up the blue heart on the board. Next, we will learn about diamond. Diamonds are almost like squares, but their sides are not all the same size. Teacher will put the green diamond on the board. Next, we will learn about semi-circle. Semi-circle has one curved side and one flat. Teacher will hang the red semi-circle on the board. Can anyone think of some semi-circle we see in everyday life? Finally we will learn about stars. Teacher will put the purple star on the board. Sing the twinkle twinkle little star with them. https://youtu.be/NlOownegHn0 Focused task: Ask students today we will make the shapes collage. Provide them all the white sheet. Using an old magazine or two, invite your students to cut out all different kinds of shapes. While looking for shapes, encourage them to cut the different shapes and assemble it on a collage. Invite your students to talk about their collage and name all the shapes they picked out. Ask students to open your copies. Talk about the pictures. Ask students write the names in front of the given pictures. As the students are doing work walk around, monitor and offers lot of encouragement and help students to complete the task. Wrap up: Show flashcard and ask shape name. Ask students draw the shapes in the air. Reflection : Home work: Do the worksheet.			5 mins	Students will be assessed on Identifying pentagon, heart, diamond, semi-circle and star	Flashcards White sheet, old magazine, scissors, glue Copy work Worksheet
				5 mins		
				25 mins		
				5 mins		



Student Name: _____ Date: _____

Read the sentences and fill in the blanks.

1. I have five corners. I am _____.



2. I shine at night on sky. I am _____.



3. I am one of the body part. I am _____.



4. I am very precious stone. I am _____.



5. When a circle cut into half, I become. I am _____.

